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ABSTRACT

A resource and activity guide for the developmentally disabled that focuses on methods to teach students skills essential to learning is presented. It is noted that once students begin to acquire these critical skills, they can become active participants in group learning activities, rather than waiting for their turn in individual sessions. They will also have begun to acquire prerequisite skills needed prior to the onset of language learning. Learning behaviors important for the severely handicapped student are covered: attending to sensory stimuli, gestural imitation, ways of relating to objects, and object permanency. It is suggested that the teacher become familiar with Piagetian theory and the developmental norms and assessment of information generated by this theory, since the behaviors included in the activities comprise the sensorimotor stage of cognitive development identified by J. Piaget and others. Information is provided for each of the learning behaviors and for the following developmental levels: 0-6 months, 7-12 months, and 13-18 months. For each behavior and developmental level, goals and objectives are identified, the relevance of the objectives to overall growth and development is explained, and activities to teach the objectives are indicated. The activities are listed separately for primary age (up to 8 years), intermediate age (9-15 years), and adult (16-26 years). Ideas for group homes and family environments are also presented. (SEW)

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molehills out of mountains

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GETTING READY TO LEARN!

a resource and activity guide for the developmentally disabled

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The teacher and the developmentally disabled student who, together, take a complex learning task and attain mastery of it have surely succeeded in making a molehill out of a mountain.

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The concept of matching developmental ability with an age-appropriate curriculum challenges the best of educators who work with a severely impaired population. Successful application of developmental theory to special education requires an understanding of the growth processes that are behind the behaviors a student can exhibit. For example, a common milestone on several developmental checklists may be "Holds one cube or small object and takes another." One might wonder, what importance does this behavior have? What developmental process does it indicate?

This series of resource activity guides will attempt to put developmental theory into a workable special education system for you. The booklet will be topic oriented which is then divided into various developmental levels. Each developmental level will list objectives for the topic, offer an explanation of the relevance of those objectives to overall growth and development and list a variety of activities to teach those objectives. The activities will be sectioned into age categories of primary, intermediate and adult.

The interrelatedness of language and learning cannot be over-emphasized. Language is the process through which we begin to order our world. These resource activity guides will NOT seperate language into a topic area but will list language experiences at every developmental and age level activity section.

Each forthcoming guide will follow this same format. A variety of disciplines will be incorporated into the activities. As always, your comments, suggestions and expertise will be enthusiastically welcomed.

Mary-Dean Barringer
Chris Kosal-Smither

... a special thank you to the WCESD Title I supervisor, Wayne Ruckgy, who believed in this concept of programming for the severely handicapped and encouraged us to create this series...

INTRODUCTION

The first book of this developmental teaching guide will focus on methods of teaching your students behaviors that are critical to their further development. Students that are beginning to or have acquired the repertoire of skills described in this book are "ready to learn".

With the severely impaired population, much time is spent in individual teaching sessions. While one student's needs are being met, other students participate in less stimulating activities. This guide proposes methods to teach your students skills that are essential to learning. Once your students begin to acquire these critical skills, they can become active participants in group learning activities, rather than spending time "waiting for their turn" in individual sessions. They will also have begun to acquire pre-requisite skills needed prior to the onset of language learning.

This guide will focus on five learning behaviors that are important for the severely handicapped student to acquire: attending to sensory stimuli, gestural imitation, ways of relating to objects, and object permanency. If this list appears to be familiar, it is because these behaviors have been identified by Piaget and other developmental psychologists as being acquired by the normal infant during the sensori-motor stage of cognitive development. The conceptual knowledge gained during this period provides the foundation for word knowledge. Therefore, there are a limited number of "language correlates" listed in the first activity guide. Students who are learning at this level are acquiring the foundations to all further learning, including language. (It may be helpful to teachers to become familiar with Piagetian theory and the developmental norms and assessment information generated by this theory. Some references are listed at the end of this introduction.)

Before beginning the activity guides, several technical details need to be mentioned. First, to solve the "sexual equality in written English" issue, the authors have decided to use both genders when writing the guide. Therefore, one goal/objective activity guide will be written calling the student "he"; the next, the student will be "she". Also, the word "teacher" will be used to describe the role of any person "teaching": paraprofessional, parent, group home staff, special education teacher, and others are included in this category. The word "student" is used to refer to the learner, despite chronological or developmental age.

Now---are you ready? Let's all "get ready to learn".....

RESOURCES: Muma, John R., Language Handbook. Prentice-Hall Inc., New Jersey, 1978.

Uzgiris and Hunt, Assessment in Infancy. University of Illinois Press, Chicago, 1975.

MOLEHILLS OUT OF MOUNTAINS

Object Permanency

DEVELOPMENTAL LEVEL 0-6 months

GOAL: The student becomes aware of objects in his environment.

OBJECTIVE(S):

1. The student looks at an object placed in his visual field (2 months).
2. The student visually follows an object to the point of disappearance. (2-4 months)
3. The student looks in the direction where a dropped object has landed. (5-6 months)

RELEVANCE TO GROWTH AND DEVELOPMENT:

The infant's world begins as one without objects. His body and actions are the center of his world. At this stage the objects, to the student, exist only when he can act on them. An awareness of objects within the environment will eventually lead to the student actively searching out stimulation. (Labinowicz 1980)

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Use a variety of pull toys to "fling" past the student.
2. Suspend mobiles in an area where students are required to sit or lie for a period of time.
3. Use noise makers (party favors) to attract auditory and visual awareness. A pinwheel is a good attention-getting object.
4. A large, brightly colored ball can be moved in front of student for him to track or look at.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Using cars, trucks or other objects on wheels, roll past a student seated at a table to see if he notices when the object drops to the floor.
2. Use the "Novel Object" BOX. (See of Special Interest to Group Home and Family Environments.)
3. Suspend a brightly colored ball from the ceiling-gently push it to move in an arc within the student's visual field.
4. With the lights out, show students "glow in the dark objects". A "moonlight frisbee" can be used to encourage tracking to the point of disappearance.

LANGUAGE CORRELATE

Pre-requisite skill
no correlate

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR ADULTS (16-26)

1. Students might enjoy watching an adult using a paddle ball toy.
2. During toileting, place a poster or novel object on the door/wall in front of the student for them to look at.
3. Tie a string to an empty can of pop. Place it in front of the student. Use the string to keep the can moving around the table until it disappears to the floor.
4. Use a paper airplane or plastic one from a hobby shop to "fly" past the student.

OF SPECIAL INTEREST TO GROUP HOMES AND FAMILY ENVIRONMENTS:

Have a "NOVEL OBJECT" box. Each week place approximately five objects in the box for students to look at. You can use this box while you are casually seated with the student. Bring out an object, place it in front of the student and say: "Hey, Joe! Look at this milk carton!" Reinforce the student with praise and/or a hug for looking at the object. Objects in the NOVEL OBJECT box can be either disposable or non-disposable. Some suggestions are:

FOOD BOX: empty milk carton, empty can of pop, empty Sara Lee cake tin, can of vegetables/soup/fruit, empty egg carton. (All these items are also made of various textures for added sensory stimulation.)

HOUSEHOLD ITEMS BOX: fly swatter, metal spoon, plastic bowl, empty detergent box, washcloth, brillo pad, potholder, etc. (Put in items that are normally "hands off!" to students. For example, a full, opened detergent box is not something severely developmentally disabled individual usually get to explore independently. Again, vary the type of texture when selecting items for the box.)

The resource book Learning Games for the First Three Years of Life suggests Game 9 (Hanging Things to Touch) and Game 13 (Letting Her Look Again) for developing object performance at this level.

MOLEHILLS OUT OF MOUNTAINS

Object Permanency

DEVELOPMENTAL LEVEL 7-12 months

GOAL: The student begins to search for objects she has seen hidden.

OBJECTIVE(S):

1. The student will uncover a partially hidden object. (8 months)
2. The student will uncover a hidden object that she has watched being covered. (9-10 months)
3. The student will look in the correct place when an object has dropped or rolled out of sight. (11-12 months)

RELEVANCE TO GROWTH AND DEVELOPMENT

This is an important intellectual milestone as students discover objects exist outside of their action on them. They no longer need to touch them to know that they are there. This forms the base of object permanency.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Play Peek-a-Boo with scarves and hands.
2. Hide favorite toys under a scarf or wrap in a towel.
3. Use a puppet and a scarf. Hide the puppet under the scarf and sign the song.."Where is ___?" (to the tune of "Where is Thumbkin?").
4. Hide behind a screen and have students find you by calling out their names.
5. Use "Hide and Seek" toys such as a Jack-in-the-Box.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Have a Magic Show. (See of Special Interest to Group Homes and Family Environments).
2. Hide or partially hide shells or other large objects in the sand table for students to find.
3. Hide edibles in certain parts of the student's clothing.
4. Play "Bombs Away!" Drop a large, noisy object into a trash barrel and have the student look to see what is in there.

LANGUAGE CORRELATE

Pre-requisite skills
no correlate

DEVELOPMENTAL LEVEL 7-12 MONTHS

ACTIVITIES FOR YOUNG ADULTS (16-26)

1. Play a version of "Let's Make a Deal". Place two highly desired objects under a box and have the students lift the box to get the object.
2. Cover the students lunch/dinner with a cloth or one of the restaurant plastic covers.
3. Play basketball with a ball and large Rubbermaid trash barrel.
4. Purchase magic tricks of the disappearing kind from a novelty shop.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

Introducing...the MAGIC SHOW...

You, as the adult and initiator, can hold your students attention and work on object permanency goals by performing magic tricks. Props are extremely helpful for this activity and should consist of a box covered with question marks, scarves, a cape, a top hat and a magic wand. You can wear the cape and hide your face (you might really want to do this if someone comes over) to appear/reappear as in a game of Peek-a-Boo. Basically, all the tricks are the same and will involve hiding an object (partially under the scarf, completely under the scarf, or under the box) and having the student "Come on down!" to find it.

The resource book Learning Games for the First Three Years of Life suggest the following games to develop object permanency at this level:

Game 19: Peek-a-Boo Mirror
Game 22: Hiding and Finding
Game 28: Providing Two Ways
Game 32: Hiding a Picture

Please refer to the book for specific "playing" instructions.

MOLEHILLS OUT OF MOUNTAINS

Object Permanency

DEVELOPMENTAL LEVEL 13-18 months

GOAL: The student searches for a hidden object after visable displacement.

OBJECTIVE(S):

1. The student will search for hidden object when it has been moved to a second location. (Example, the student finds a block hidden under a cup. The teacher takes the block and hides it under a box. When presented with the cup and box, the student will look under the box.)

RELEVANCE TO GROWTH AND DEVELOPMENT:

The beginning of memory is evident in this developmental step. As long as the student can see the second location of hiding, he will resist returning to the place he last found the object.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Puppet Show: "Which Puppet has the Candy?" Use two distinctly different puppets. Put a piece of candy in one mouth. Let the students see it. Then put the candy in the other puppet's mouth. See if the students can find which puppet has the candy.
2. "Where Are We Going Next?" This game requires a couple of boxes decorated like a house, store, school, etc. and an adult doll and/or car. Tell a story about a parent who is at "home" (find the doll under the home box) and then decides to go shopping (move the doll under the store box.) Have the student find the "parent". There are a variety of stories and boxes to create with this concept.
3. Cookie Monster is Hungry...This is a puppet show that involves another puppet (Oscar) hiding cookies and Cookie Monster trying to find them. The teacher is Oscar and the student is Cookie Monster. The student may also assist Cookie Monster in eating the cookies when they are found.

LANGUAGE CORRELATE

Pre-requisite skill
no correlate

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Play "Keep Away". Take a favorite object and hide it under a pillow on your right. When the student finds it, grab it back and hide it under the sweater on your left.
2. Play the "Memory Game". Have two or three hiding containers such a a box, a bowl and a scarf. Hide an object under one container and let the student find it. Then take it and put it under another container and watch what happens!
3. Which Dog Has the Bone?: Use two stuffed animals and have the student locate which dog has the bone. Hide the bone in another spot and let the student help the dog find the bone again. (You can make dog bones out of cookie dough so the students can eat them when they find them.)

ACTIVITIES FOR ADULTS (16-26)

1. Magic Cup Trick: Use a brightly colored bowl and cup. Hide a piece of food under the cup. Switch places with the bowl, moving them back and forth. See if the student will still choose the cup.
2. Become attuned to the many opportunities during the day that arise when you can enhance this concept. (See OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS.)

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

The concept of "hiding and finding" can be carried out during many situations that occur daily at home or work. Here are a few suggestions to get YOU thinking. These situations are titled "What Do You Do, Dear?" and based loosely on the book of the same name. You will see how the situations not only build object permanency and memory but also begin to reinforce problem solving.

1. You are in the bathroom with the student as he is washing his face or hands. He turns to reach for the towel on the rack but...IT"S NOT THERE! You point to the empty rack and to the linen closet or drawer and tell him "Get the towel." Okay student with water dripping off your face...What Do you Do, Dear?

DEVELOPMENTAL LEVEL 13-18 months

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:
(con't.)

2. All eyes are on you while you take the groceries out of the bag and put them in the cupboards and refridgerator. The empty bag is on the counter and one student indicates that he would enjoy devouring an item form that bag. He looks in the bag, but NOTHING is there!! You tell him "Get some food" and motion toward the bag and the refridgerator. Okay student with the growling stomach... What Do you Do, Dear?

3. You and the student are looking for his shoes. You find them under the couch or bed. You take his shoes and put them in the closet and close the door. Okay student with the cold, shoeless feet, you MUST find your shoes. What Do you Do, Dear?

The resource book Learning Games for the First Three Years of Life suggests that you use Game #42 (Helping Her Predict) and Game #46 (Hide and Seek) to strenghten object permancy at this level.

SEARCH FOR HIDDEN OBJECTS AFTER VISIBLE DISPLACEMENT (12–18 mo.)

Now when an object is hidden in a second location the child will search where he last saw the object. In repeated trials he will resist returning to the location where he last found the object. To the child, object permanence is real only when all the displacements are visible. When some displacements are not visible they must be imagined. At this point the child is not equipped to hold a mental image of the object to infer its position. It reverts to an earlier type of behavior.

The adult hand encloses the pencil. The pencil is then moved under the sweater, the beret, and then the handkerchief. The hand is kept closed throughout the sequence when not covered with an object. If the child were to retrieve the pencil from under the handkerchief he would need to form a mental image of the pencil and maintain it throughout the sequence. This level of behavior is demonstrated after 18 months.

MOLEHILLS OUT OF MOUNTAINS

OBJECT PERMANENCY

DEVELOPMENTAL LEVEL 19 - 24 MONTHS

GOAL: The student searches for an object after invisible displacement.

OBJECTIVE: 1. The student will search for an object that may be hidden under several coverings.

RELEVANCE TO GROWTH AND DEVELOPMENT:

The student needs to have a mental picture of an object to find it when she hasn't seen it hidden. This indicates memory skills and increasing cognitive abilities.

ACTIVITIES FOR PRIMARY AGE (0-8):

1. Put a piece of candy in the smallest egg of a set of nesting eggs. Put the egg back together and tell the student to get the candy.
2. You can work on fine motor skills and object permanency together using the "Dressy Bessy" and "Dapper Dan" dolls by Fisher-Price. Hide a piece of candy or token in the pocket and have the student find it.
3. Find the Buried Treasure: A simple plastic laundry tub becomes a sensory box where you can hide a container filled with candy for the student to find. The tub can be filled with sand, rice, confetti, packing material.

ACTIVITIES FOR INTERMEDIATE AGE (9-15):

1. Place a small treat or gift in a "present box" so that the student has to lift off the cover and go through a lot of newspaper to get the "goodies".
2. Put the student's favorite manipulative task or object on the shelf under a few other materials.
3. "Empty Pockets?" Use a laundry basket and place two clothing items in the basket - one with pockets, one without. Say, "It's time to wash clothes; Mom forgot to empty pockets; can you find the (food item, toy, etc.) in the pocket?"

LANGUAGE CORRELATE

Encourage student to label objects found, using a sign or spoken word or approximation. Use the word/sign for "open" as the student lifts a cover or opens a box or drawer to find the hidden object.

MOLEHILLS OUT OF MOUNTAINS

OBJECT PERMANENCY

DEVELOPMENTAL LEVEL 19 - 24 MONTHS

ACTIVITIES FOR YOUNG ADULTS (16-26):

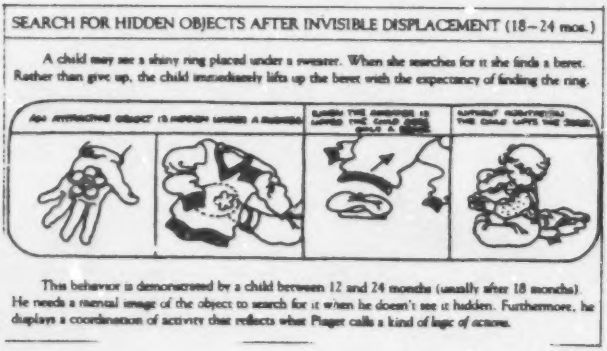
1. Place a desired object in the smallest of a series of three boxes for a student to find.
2. Pack a lunch in paper bag and other container(s) that the student must go through to finally get at the food.
3. Place a coin in a compartment of a purse or wallet for the student to find.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

An activity that can easily be done at home to strengthen object permanency at this level will involve putting objects or clothing articles in a drawer and having the student find them. You might want to have one drawer of the student's chest available to put just one or two things in if the student is just learning to recognize objects.

Example: Put the student's sweater or shirt in a drawer and cover with a towel. When the student is getting dressed, tell him to get his sweater. You may prompt him by pointing to the drawer.

Example: When setting a table for dinner time, point to the drawer and tell the student to get the spoons.


SEARCH FOR HIDDEN OBJECTS AFTER INVISIBLE DISPLACEMENT (18–24 mos.)
A child may see a shiny ring placed under a sweater. When she searches for it she finds a beret. Rather than give up, the child immediately lifts up the beret with the expectancy of finding the ring.
This behavior is demonstrated by a child between 12 and 24 months (usually after 18 months). He needs a mental image of the object to search for it when he doesn't see it hidden. Furthermore, he displays a coordination of activity that reflects what Piaget calls a kind of logic of actions.

SOME THOUGHTS ON THE NATURE OF "ATTENDING"

The highly distractible nature of the developmental disabled student is a concern to all who teach this population. Often this is observed through the exhibited behaviors of "no eye contact on request", "non-compliance to task instruction", and "out of seat behavior". This lack of attending to the matters at hand can sometimes be substantially reduced through informal techniques. Some of these strategies include:

1.) Environmental design: Using dividers and sectioning off parts of the classroom that are highly desirable areas can reduce distractibility. Areas that may be sectioned off are the play area and the sensory stimulation area. These may be used as reinforcement for finishing assigned structured tasks.

2.) Use the old Developmental Learning rule of "Twenty Minutes at the Table, Ten Minutes Away". This rule of thumb helps reduce out of seat behavior at unacceptable times by providing an opportunity to move about after a lengthy period at table tasks. The ten minutes away from the table might include a walk to the drinking fountain, or ten minutes of exercises in the room.

3.) Teaching to a group as opposed to one to one intensive training: It IS possible to teach one objective at varying developmental levels. An example of this is teaching an object permanency goal. (See section on Object Permanency for ideas on activities at various levels.) You can also group students with similiar objectives. This method of teaching allows you to include students at a response level with greater frequency than when each has to wait until a one on one training session.

4.) Use the PreMack principle. This involves planning a series of tasks and activities that change frequently. Sometimes, with lower functioning individuals, you may want to change tasks every three minutes to maintain attention. (Remember, this is a generation brought up on a Sesame Street television method of attending to a task. Watch it sometime to see how much time is given to a concept.) When using the PreMack principle of scheduling, follow a least desired activity with a highly reinforcing one. More information on the use of this type of scheduling can be found in the Judevine Training Modules by Lois Blackwell.

Sometimes attending skills will best be developed and strengthened through an intensive training session. There are several programs developed by behavioral psychologists to build attending skills. An excellent example can be found in the book Educating the Child with Learning and Behavior Problems by Martin Kozloff. Other sources of information can be found in the Journal of Behavior Modification, the Journal of Applied Behavior Management and in the ERIC Clearinghouse for Exceptional Children.

Basic imitation training can also be used to enhance attending skills. Please refer to the section in this resource guide on IMITATION.

MOLEHILLS OUT OF MOUNTAINS

Attending

DEVELOPMENTAL LEVEL 0-6 months

GOAL: The student will attend to one stimulus for a specified period of time.

OBJECTIVE(S):

1. The student will look at another person's face when being spoken to. (3)
2. The student will look at and reach for object. (4)
3. The student will turn head in direction of sound source. (4)
4. The student will hold one object and attend to a second object. (5)
5. The student will respond with a change in facial expression and/or body position to "anticipation" games. (6)
6. The student will look at object while manipulating it. (6)

RELEVANCE TO GROWTH AND DEVELOPMENT:

A person who functions at this level is a relatively passive and dependent individual. He is dependent on the adults in his world to initiate activities for him. At this level, attention span is very fleeting, sometimes not more than a minute. Although a young baby can only attend to one object at a time, extension is soon made to where he will look at two to three objects.

ACTIVITIES FOR PRIMARY AGE (0-8)

1.) Use a puppet to attract attention. (see of Special Interest to Group Homes and Family Environments.)
2.) Blow bubbles at the student.
3.) Play anticipation games.
4.) During feeding, hold food in front of the students face for a minute before putting the food in his mouth.
5.) When the student is using a favorite toy, place a new toy or object in front of him within his reach.

LANGUAGE CORRELATE

Pre-requisite skills no correlate

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1.) Use the "Novel Object" box described in level 0-6 months/Object Permanency Section to work on objectives 2, 3, and 5.
2.) Place a goldfish in a bowl. The constant movement is an eye catcher.
3.) Blow up a balloon while the student is watching.
4.) Play anticipation games. (See of Special Interest to Group Homes and Family Environments.)

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR YOUNG ADULTS (16-26)

1.) Light a candle during lunch time or dinner. The flickering movement of the flame will attract attention. (Do ONLY under supervision.)
2.) Play your favorite record and sing to your students. Play "Disc Jockey" and have a dedication day. This activity encourages spectator behavior.
3.) Play anticipation games.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

ANTICIPATION PLAY

Brian Sutton-Smith notes that one game just about every person has played at some time is "This Little Piggy". What this games does, continues Sutton-Smith, is institutionalize the innumerable ways in which ANTICIPATION is the name of the game. Anticipation play involves a simple plot, a building crescendo and an expected outcome. An example of this would be saying "here it Commmeesss....!" to your student, and then moving your fingers slowly up the students arm in a walking manner, reaching the chin and tickling underneath it. Anticipation games are endless to create when you follow this simple formula:

SIMPLE PLOT + BUILDING CRESCENDO = EXPECTED OUTCOME

It is a fun way to increase both attending skills and the length of an attention span.

INTRODUCTING PUPPET PLAY TO SEVERELY MULTIPLY IMPAIRED STUDENTS

OBJECTIVES TO BE STRESSED:

1.) The student will respond to name when called.
2.) The student will visually attend to puppet stimulus.
3.) The student will imitate gross motor movement(s) when puppet is placed on his/her hand.
4.) The student will respond to mirror image.

MATERIALS NEEDED:

A variety of puppets; preferably familiar ones and ones that can be washed such as Sesame Street or Muppets, or a boy and girl puppet, mirror.

WHAT TO DO:

Introduce the puppets to the children. Place the puppet on your hand and move the puppet. It is a good idea to use a puppet that the children will be familiar with to help reduce anxiety about this "unknown object". Examples are listed under materials needed. After the puppet has introduced himself, have the puppet call each student's name. When the student responds to his/her name, have the puppet go to the student to "shake hands" and allow the student to manipulate the puppet by touching, pulling or whatever manner they wish to use. Help put the puppet on the student's hand. Many students are tactile defensive and may resist having the puppet on their hand. Do not force it on, but rather encourage the student to stroke the puppet or touch the texture.

After all the students have had an opportunity to become familiar with the puppet, bring out a large stand-up mirror (preferably one that can sit on a table). Put the puppet on your hand and look in the mirror greeting each other. Have the puppet (and yourself) "disappear" and "reappear" in the mirror. After several demonstrations, help the students imitate these actions with the puppet.

Once the students can imitate gross motor movements with the puppet on their hand, very simple puppet shows can be attempted. Topics might include: a puppet building a tower and knocking it down, a puppet picking up after lunch by putting trash in the garbage can, two friends greeting each other, etc.

MOLEHILLS OUT OF MOUNTAINS

ATTENDING

DEVELOPMENTAL LEVEL 7-12 MONTHS

GOAL: The student develops attention span by attending to two or more objects simultaneously.

OBJECTIVE(S):

1. The student will hold a small object in one hand and take another. (8 months)
2. The student will manipulate two different objects during play. (8-10 months)
3. The student will watch activities of adults, children or animals for several seconds at a time. (9 months)
4. The student will look at pictures in books for several seconds. (10-12 months)

RELEVANCE TO GROWTH AND DEVELOPMENT:

The child is becoming visually and auditorially selective in regards to perceptual stimuli. As she realizes objects exist outside of her actions on them, she turns to attend to more than one object. She does not forget the first object when she sees a second. Attention is not only limited to objects and people, but it begins to extend to a picture representation.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Perform simple puppet shows.
2. Dress up in a costume such as a clown or superhero and do a short skit.
3. Have a box of five or six objects such as a squeeze toy, textured objects like sponges, powder puffs, feather dusters, bells or other noisemakers (any interesting object the student can hold with a developing grasp). Use this object box to work on objectives one and two.
4. Gather a selection of inexpensive children's books that are made of cloth or sturdy cardboard. Any book that is in the "Baby's First Book" series would be a good choice. Make sure that only one item is pictured on the pages. These books can be found at K-Mart's or any bookstore.

LANGUAGE CORRELATE

No language correlate for this level.

MOLEHILLS OUT OF MOUNTAINS

ATTENDING

DEVELOPMENTAL LEVEL 7-12 MONTHS

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Place several items in a grocery bag. Open it up and hand one item to the student. Fold the bag up, reopen, look in and act like you are full of suspense regarding the bag's contents. Entice the student to look in the bag to obtain another item while she is still holding the first one.
2. Set up a mock "grocery, shoe, or clothing store". Tell the students you are going shopping to pick up a few things. Take some helpers along to shop. Have students select two items to take to the cash register to ring up.
3. Have a "Day at the Races". The teacher and aide each take a car attached to a string and pull them to the finish line. The students watch the two objects simultaneously to see which car "wins". A variation would be to have a student manipulate both items to the finish line. Students that are wheelchair-bound can be whisked to a finish line of crepe paper stretched between two posts. The other students sit behind the finish line and watch the students "racing".
4. Play "Demolition Derby" by having the student take a car in each hand and "crash" them together.

ACTIVITIES FOR YOUNG ADULTS (16-26)

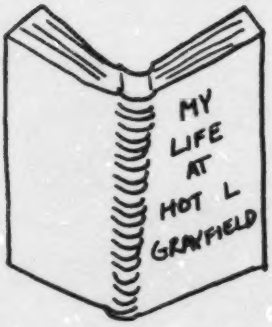
1. Make a book out of a photo album of pictures related to the student's day. (See of Special Interest to Group Home and Family Environments).
2. Place two food choices in front of the student during lunch or dinner. Have her attend to each item for a few seconds before grabbing her favorite selection.
3. The teacher dresses up as a favorite infrequent visitor "The Bag Lady". She holds two shopping bags full of objects. The students can pick an object from each bag to hold in one hand while taking another. Encourage the student to manipulate each object.

MOLEHILLS OUT OF MOUNTAINS

ATTENDING

DEVELOPMENTAL LEVEL 7-12 MONTHS

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:



The spiral bound photo album will make an excellent book for students at this developmental level. The pages are sturdy enough to enable those with poor fine motor control to turn them. The plastic covering will protect pictures from drool, mouthing and general wear and tear. The ability to change the pictures keeps this album a novel and interesting item.

You can cut large, single item or action pictures from a magazine and use in the book. The pictures can be sequenced to correspond to the student's day. An example would be grooming pictures (toothbrush, soap, shower), breakfast, school or work, shopping, dinner, television, bedtime. Another idea is to take slides of the student. These slides can be reproduced on a XEROX 6500 to make 8x10 size pictures. Although the prints are not as sharp as a magazine picture, the student might enjoy looking at actual pictures of herself during the day.

MOLEHILLS OUT OF MOUNTAINS

ATTENDING

DEVELOPMENTAL LEVEL 13-18 MONTHS

GOAL: The student will complete a simple task within his developmental abilities.

OBJECTIVE(S):

1. The student will place three objects in a cup with a verbal prompt. (13 months)
2. The student will place seven objects in a container following a demonstration. (16 months)
3. The student will complete a six piece jumbo pegboard. (18 months)

*These objectives are examples of common test items that assess this goal. Even though the objectives are flexible enough to allow creativity in determining activities, there is no reason why similiar goals can't be substituted for any one of these objectives.

RELEVANCE TO GROWTH AND DEVELOPMENT:

Task items on developmental assessments that test this ability are "fills up cup with three or more cubes", "fills up cup with all blocks presented", or "completes a six piece pegboard without prompting". Success on these tasks indicate the student can attend to the task until it is "all gone" or completed.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Have the student fill a coffee can with all the blocks presented. Place the top on it so he can shake it to make noise. (You can also use Baby's First Blocks by Fisher-Price for this.)
2. Have a basket of plastic eggs (3 to 12). Give the student an egg carton and tell him to fill the carton.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. Do an art project of sticking small dowels in a large piece of styrofoam or sticks in a lump of clay.
2. Set up a WORKTASKS Center.
3. Have empty pop cartons available. Give the student six or eight cans and tell him to fill the carton.
4. Have the student put silverware away in the proper container.

LANGUAGE CORRELATE

Students at this level will begin to understand simple commands and the names of objects.

1. Teach the sign for "finish" to mean "all done".
2. Teach the word/sign to name materials block, flower, egg, etc.

MOLEHILLS OUT OF MOUNTAINS

ATTENDING

DEVELOPMENTAL LEVEL 13-18 MONTHS

ACTIVITIES FOR YOUNG ADULTS (16-26)

1. Have the student fill a grocery bag with a set number of items. (seven)
2. Pick up clothing articles and place them in a laundry basket.
3. Set up a WORKTASKS system when the student is able to complete a simple task. (See of Special Interest to Group Home and Family Environments.)
4. Give student several plastic flowers and a vase and tell him to fix the vase.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

WORKTASKS is a system designed to strengthen the student's independent work skills. It is based on the task-reward sequence developed by Matthew Israel at Behavior Research Institute in Providence, Rhode Island.

Each student has a book of 3"x5" pictures joined by a ring. These pictures represent manipulative/educational activities that the student has been observed doing with no assistance. The activities are all within the developmental abilities of that particular student. It is appropriate to include tasks that may be below the student's developmental level of functioning as the purpose of WORKTASKS is not to teach new educational tasks but to encourage the student to use what he has learned independently. Initially the student has no more than five activity cards in his ring book and the objective is that he complete these five or so activities within a half hour time frame. The WORKTASKS sequence is as follows:

1) The student is seated at a table or other appropriate work space. He opens his book and looks at the first pictured activity.
2) The student goes to the shelf or cabinet where all the WORKTASKS materials are kept and finds the pictured activity.
3) The student returns to the table with his activity and begins to work.
4) Upon completion of the task the student raises his hand or looks at the adult supervising the area to have his work checked.
5) The adult checks the task to see it is completed correctly and gives the student a reward.
6) The student returns the materials to the shelf and begins at Step 1.

ATTENDING

DEVELOPMENTAL LEVEL 13-18 MONTHS

As you can see, the teaching of this WORKTASKS sequence can only begin after the student has achieved the attending goal of the ability to complete a simple task. This system also requires that the student can identify objects and match objects to pictures before he can go through the entire sequence independently. The process of teaching this sequence to severely developmentally disabled persons is often arduous. However, the long range goal of being able to monitor a group of severely retarded people working independently is well worth the time spent teaching the system. More information on setting up this type of center in a classroom or group home can be found in the booklet Classroom Porpourri by Mary-Dean Barringer or Leisure Activities for the Severely Impaired by Catherine Liesman.

PREPARING THE WORKTASKS BOOKLET

1. Make a list of the manipulative activities you have observed your students doing independently. Types of activities could include puzzles, peg boards, formboards, lotto, building toys such as LEGOS, blocks, coloring, tracing cards, lacing cards, button boards, matching games, parquetry, number pegs, simple workbooks, etc.

2. Use a good camera (such as a 35mm) to photograph the activities that you will use in the WORKTASKS book. These pictures will be what the booklet is comprised of.

3. You may use the negative of the picture to make additional copies for several students booklet. For durability, laminate the pictures. This can be done with contact paper or on a laminating machine which is available at most Professional Resource Centers. You may also duplicate the pictures by a color Xerox at a cheaper cost than printing additional pictures from a negative. It is possible to fit five pictures on an 8½"x14" sheet of paper for a cost of 50¢ a sheet to reprint.

4. Select five activity pictures to make up a book. These pictures should be joined together by a metal ring. The rings cost approximately 4¢ each and are available at any office supply store.

MOLEHILLS OUT OF MOUNTAINS

IMITATION

DEVELOPMENTAL LEVEL 0-6 MONTHS

GOAL: The student will imitate a *familiar body movement that he can see himself perform.

OBJECTIVES:
1. The student will make an observable response upon seeing a *familiar gesture (four months).
2. The student will imitate a *familiar movement upon seeing this movement performed by the teacher (six months).

*Familiar is defined as a movement the student has been observed doing - patting an object, pounding, waving arms.

RELEVANCE TO GROWTH AND DEVELOPMENT:

Imitation is a basic and frequently used teaching method. If the student is to learn new skills, he must first learn to imitate. For the student who does not imitate, it is developmentally appropriate to begin imitation training by having the student copy movements he can already perform. In this way, imitation of the movement, not the movement itself, is being taught. Activities listed include movements typically observed in students at this level - be sure the student can perform the movement before teaching the imitation of that movement.

ACTIVITIES FOR PRIMARY AGE (0-8):

1. Place a toy hammer in student's hand when observed "pounding", demonstrate the motion and see if student repeats.
2. Feeding time - you can demonstrate a variety of movements with the spoon and cup; raising to mouth, pounding.
3. Play a game "I See You" at group time or randomly throughout the day. Observe student's movement, then say "I See You, I Can Do That Too", repeat activity and see if student imitates.
4. More traditional activities such as "Pat a Cake", "Wave Bye-Bye", and "So Big" can be used to elicit some imitation.

LANGUAGE CORRELATE

No correlate at this developmental level.

ACTIVITIES FOR INTERMEDIATE AGE (9-15):

1. Play a variation of "Simon Says". Using the student's name instead of "Simon", name and copy an action he is performing, watching for the student's imitation of the movement.
2. Keep a Classroom Poster or Bulletin Board labeled "COPY CATS"; list or take pictures of motor movements the students can perform.

IMITATION

DEVELOPMENTAL LEVEL 0-6 MONTHS

3. Bring in an object "grab bag"; working individually with the student, observe the student's action upon the objects; choose the most stimulating and repeat the action for the student to imitate. Objects to be placed in bag include - bits of colored cellophane to crumble, tin foil, textured bits of cloth, cup, spoon, brush, ball, doll, blocks, squeeze toy, "See and Say".

ACTIVITIES FOR ADULTS (16-26):

1. "Do the Locomotion with me". Play the old Motown hit "Locomotion"; imitate motor actions performed by the students; call out their name as you reproduce the action they have performed.
2. "Shake" - play the song "Shake" and give students a variety of ojbects to shake and/or shake body parts (arms and legs) to the music.
3. "Grab Bag" and "Copy Cats" ideas listed above can also be used at this level.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

At home, imitation responses can be strengthened at grooming and bathing times. Repetition of hand movements in the water or reactions to bath toys can be imitated by the adult and the student can be encouraged to imitate. Some ideas are: splashing water, rubbing a cloth or sponge on arms and legs, dropping a toy in the water, patting clothing items.

It is important to allow the student time to observe some of your daily routines - shaving, washing hands, putting shoes on. This gives the student a model of behaviors to imitate. Watch for any attempts to imitate your actions and praise them.

Something parents do naturally is react to a child's movement and make it into a game. Waving "Bye-Bye", or pairing gestures with household routines ("All Done") is good stimulation for students at this level.

MOLEHILLS OUT OF MOUNTAINS

IMITATION

DEVELOPMENTAL LEVEL 7-12 MONTHS

GOAL: The student will imitate a *novel body movement that she can see herself perform.

OBJECTIVES:
1. The student will partially imitate a *novel movement after it is demonstrated by the teacher (7-8 months).
2. The student will completely imitate a *novel movement after it is performed by the teacher (9 months).

*Novel is defined as a movement that the student has not been observed doing.

RELEVANCE TO GROWTH AND DEVELOPMENT:

At this stage, the student is beginning to learn and master the skill of imitating simple movements with objects and body parts that are new to her. It is an exciting time, since the student will begin to copy movements she observes in her environment. Also, the student will be more responsive to copying some hand games, such as waving bye-bye, pat-a-cake, and gesturing "all done". It is important to provide a variety of objects upon which the student may act upon as well as demonstrating routine tasks by doing them yourself. Remember to keep activities short and varied, since the attention span of a student at this level is still relatively short.

ACTIVITIES FOR PRIMARY AGE (0-8):

1. "Anything You Can Do, I Can Do Better". This game can be used to bridge the gap between a student imitating her own movements and a student imitating new movements. Use movements the student can do, and add something new. Some examples are: pounds block on table pound two blocks together. Holds squeeze toy repeatedly squeeze toy. Raises arm raises both arms. Upon observing these actions, demonstrate a new (but similar) action and encourage imitation.
2. "Simon Shows" - a new twist to Simon Says! The teacher, as Simon, demonstrate movements upon objects ("Simon shows pushing" and then pushes a car) and the student is prompted to imitate. This can be done in a group; select five movements per week.

LANGUAGE CORRELATE

During the latter part of this developmental stag, some language comprehension and expression emerges. You can pair a manual sign or gesture with an action or movement when training imitation. Examples are: sign and name objects (ball, car, spoon, cup) used or sign actions (stand up, sit down, etc.). Be sure to choose signs or gestures visible to the student as she performs them. (All signs listed above can be used.) The student can also begin to learn to touch major body parts: arms, hands, legs,

MOLEHILLS OUT OF MOUNTAINS

IMITATION

DEVELOPMENTAL LEVEL 7-12 MONTHS

ACTIVITIES FOR PRIMARY AGE (0-8):

LANGUAGE CORRELATE

3. "Jack-In-The-Box". To make imitation of stand up - sit down more exciting, hum or sign the tune "Pop Goes the Weasel" and quickly stand up at the correct time, helping the student imitate this. (You can have a student "hide" under a cover and uncover herself if movement is limited). This builds auditory attending as well.

feet, stomach when the teacher touches and names her own.

4. "This Is the Way We _____". To the tune of "Here We Go Round The Mulberry Bush". Sign this song, and fill in the blank with any motor movement relating to a particular theme (i.e. self-care; wash our legs, brush our teeth, wipe our hands). Pantomime the movements using props (toothbrush, wash clothes) if needed.

ACTIVITIES FOR INTERMEDIATE AGES (9-15):

1. "Roller Derby" using anything that rolls (ball, toy cars or trucks, toy animals on wheels). Place student in front of a target or finish line to roll the item to. Demonstrate the action, then encourage the student to imitate. In individual sessions, practice for a group "Roller Derby" - first student to hit the target or make an attempt to move their object gets a "prize".
2. "The Return of the Copy Cats" - Keep track of student's imitation of new movements on a "Copy Cat" Chart or Bulletin Board. Take photos of students' movements for a Copy Cat Journal or Story Book.
3. "The Copy Cats Perform" - as a group activity, have each student perform the imitation task she knows best. Invite another class to watch. Put "cat faces" on students with stage make-up.

ACTIVITIES FOR ADULTS (16 and older):

1. "Challenge of the Stars" - Form class into two or more teams. Challenge each "team" to imitate a new movement.
2. Have student imitate movements performed by Community Workers - pushing a broom (janitor), holding up hand in a stop motion (policeman), stirring with spoon in bowl (cook). Use hats or other props to "dress up" students in the role they perform.

MOLEHILLS OUT OF MOUNTAINS

IMITATION

DEVELOPMENTAL LEVEL 7-12 MONTHS

3. The "Copy Cats" activities listed above can be used for this age level also.
4. "Locomotion Revisited" using the Motown song "Locomotion", demonstrate actions talked about in the song (swing hips, jump up, jump back) and have students imitate while the song plays.

OF SPECIAL INTEREST TO GROUP HOMES, FAMILY ENVIRONMENTS:

Of top priority is continuing to allow the student to observe your daily routines - sweeping/washing floors, vacuuming, dusting, shaving, brushing teeth, etc. Watch for new movements that show that the student is attempting to imitate. You can more actively encourage the student to imitate by physically prompting them.

"MY SECRET PLACE":

Designate a cupboard/drawer space that is set aside for the student. (A kitchen cupboard near floor level is good). Keep it stocked with unusual (but safe) toy items - boxes, old pots and pans, colored yarn balls, etc. Allow the student time for free exploration, but don't be afraid to prompt the student to investigate. Watch the student's actions and expand them. Place something new in the "secret place" and show the student what can be done with the item.

MOLEHILLS OUT OF MOUNTAINS

IMITATION

DEVELOPMENTAL LEVEL: 13-18 MONTHS

GOAL: The student will imitate more complex body movements and *"invisible" gestures.

OBJECTIVE:
1. The student will imitate at least five movements he can see himself perform after the teacher demonstrates the movement (12-14 months).
2. The student will imitate at least one facial movement (14-16 months).
3. The student will imitate more than one facial movement (14-18 months).

*Invisible refers to movements the student cannot see himself perform (mostly facial movements).

RELEVANCE TO GROWTH AND DEVELOPMENT:

At the beginning of this stage, the student is able to imitate a novel simple motor act upon objects or with body parts that he can see himself do. The task during this stage is to learn to imitate a greater variety of actions as well as imitate actions that are invisible. These actions are primarily facial - opening and closing of the mouth, blinking the eyes, patting the top of the head, etc. Also emerging at this level is a skill called "deferred imitation". This means a student will perform a motor act he has previously observed up to hours or days after shown the motor action. Although not specifically addressed with an objective, some activities have been included to help you foster this skill in students. Please notice the language correlate - the student can be expected to learn to recognize and use some simple signs/words at this time.

ACTIVITIES FOR PRIMARY AGE (0-8):

1. "The Magic Mirror". The teacher holds a mirror below her chin, facing the students. The "magic mirror" needs to find a face that looks like teachers face. Teacher walks around group, letting mirror stop in front of each student's face. Facial movements include open and close mouth, eye blink, touching nose, ears, etc.
2. "I Got Two". Using this Sesame Street Song, teach identification of body parts by touching eyes, ears, etc. to the musical directions.
3. Happy Face/Sad Face - Have students practice imitating smiling and frowning. Then, in a group storytelling time, tell

LANGUAGE CORRELATE:

The student can be taught to imitate signs during some of these activities. Before initiating an activity, say and sign the name for objects to be used. At a later time, say and sign the name for objects needed and see if student can get them off the shelf. As one student performs, ask the others to name what he is doing. Finally, announce the activity and ask students "What do we need? We need a ___." See if students can name or sign the name for other objects needed.

a simple story or show pictures depecting sad/happy events. Have students imitate appropriate facila expression during the "story".

4. Doll/Puppet Play - these items can be used to elicit more complex sequences of imitative behavior. Have student imitate grooming the doll, putting her in bed, feeding and dressing the doll.

ACTIVITIES FOR INTERMEDIATE AGE (9-15):

1. "Roller Derby Relay" - In groups of twos, teach students to roll car or ball to each other; then have "races" with the entire class. The first pair to successfully roll car back and forth to each other wins a prize.
2. "The Copy Cats Go Hollywood". Take pictures of various facial expressions of students throughout the school day - make into a bulletin board and use some to give you ideas on eliciting facial expression imitation; put stars by student's name or picture when he/she can copy expressions for: surprise, anger, fear, happiness, sadness.
3. Have students draw/trace happy and sad faces to hand around the room.
4. "Play the Teacher" or "You Can Be Teccher of the Day". Choose one student to be "Teacher of the Day". Give the student materials used for an activity that he knows thoroughly and has been repeated numerous times. Tell him he is the "teacher" and let him stand/sit in your place. See if the student can carry out the activity to some degree. (Be careful! You may find some things out about your teacher style that you don't want to know.)

ACTIVITIES FOR ADULTS (16 and older):

1. Cooking Class - begin by making fresh fruit or vegetable salads. Teach imitation of chopping, pouring, stirring and mixing movements.
2. Setting the table - have student imitate setting a place setting after your example.
3. FACES THAT SHOW FEELINGS - same activity as "The Copy Cats Go Hollywood".
4. Use "Teacher for the Day" activity listed above.
5. Use a mirror when training facial movement - open and close mouth, blink eyes, touch nose, eyes, ears.

OF SPECIAL INTEREST TO GROUP HOMES AND FAMILY ENVIRONMENTS:

Mirror, Mirror on the Wall.....

Make use of bathroom mirrors or floor length mirrors in the house to teach facial body parts. During self-care, point out teeth, tongue, lips with toothbrush. Make "funny faces" and see if the student can imitate. Brush your hair and give the student a brush or comb to use. Allow student to try to imitate some of your daily routines for cleaning house. It's time to encourage more active participation, rather than just observation.

MOLEHILLS OUT OF MOUNTAINS

INTRODUCTION

WAYS OF RELATING TO OBJECTS

In this section, we will combine two important aspects of sensori-motor development under the title of "Ways of Relating to Objects". The first is object relations, which means how the student relates to, or makes use of, objects in her environment. The second is causality, which focuses on the student's knowledge of the cause of behavior and its effect.

The student is learning how to manipulate his own body, objects, and other people to achieve a desired effect. We have listed the developmental sequence of both object relations and causality. Notice the shift from self-centered behavior to social behaviors and finally the emergence of language. Remember that your students may need additional sensory cues (i.e., pairing a sign with a word) to achieve naming behaviors.

MOLEHILLS OUT OF MOUNTAINS

DEVELOPMENTAL SEQUENCE

WAYS OF RELATING TO OBJECTS

AGE	OBJECT RELATIONS
1 mo.	grasping
2 mo.	holds object placed in hands mouths objects
3 mo.	visually inspects objects placed in hand
4 mo.	hits objects on another surface
5 mo.	shakes objects
6 mo.	examines objects (visual attention and manipulation of the object in an exploratory manner)
7 mo.	activities become differentiated: sliding, crumbling, tearing, stretching, rubbing objects
8-9 mo.	"letting go" (dropping objects repeatedly and intentionally or throwing objects)
10 mo.	knowledge of appropriate use of object (pretends to drink from a cup, rolls a car, hugs a doll, etc.)
14 mo.	"showing": during play, the student will "show" a toy to another person to suggest interaction
18 mo.	naming objects in recognition

CAUSALITY	AGE
hand watching behavior	2 mo.
reapeats actions that have an interesting result	3 mo.
moves body in some way to indicate desire for repition of an interesting event	4 mo.
touches hand of adult to indicate desire for repetition of an interesting event	5 mo.
gives object to adult to indicate desire for repetition of an interesting event	12-15 mo.
attempts to activate mechanical toy after a demonstration by an adult	18 mo.
attempts to activate toy by herself	21 mo.

MOLEHILLS OUT OF MOUNTAINS

Ways of Relating to Objects

DEVELOPMENTAL LEVEL 0-6 months

GOAL: The student will use at least three methods of relating to an object placed in her hand.

The student will use a body movement to indicate desire for repetition of an interesting event.*

OBJECTIVES (S):

1.) The student will hold an object placed in her hand (2 months).
2.) The student will look at an object placed in her hand (3 months).
3.) The student will hit or shake an object placed in her hand (4 months).
4.) The student will visually and manually explore an object placed in her hand.(6 months).
5.) The student will move body in some way to indicate desire for repetition of an interesting event (5 months).

* "Interesting event" refers to toys that produce sound and/or move, or an enjoyable "game" such as tickling, wiggling toes, bouncing on adult's knee-anything that interests the student.

RELEVANCE TO GROWTH AND DEVELOPMENT:

At this stage, the student manipulates objects by applying movements she can perform without much regard for the actual function of the object. The movements she applies to objects show a developmental progression from primitive (mouthing) to more complex (examining an object using hands and eyes). Similarily, the student conceptualizes cause and effect as primarily due to her own actions- watching her hands or grasping, and kicking her legs or waving arms to get the teacher to "make that bell ring again". Gradually, the student realizes that other people can cause things to happen, and she will begin to touch the teacher's hand to "get that bell to ring again".

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Musical instruments can be used to encourage students to manipulate objects by shaking or banging them, use commercial records or popular tunes.
2. Stock a play corner with unusual "play" items- a Simon game (flashing lights), noise making toys, texture boards, etc. Schedule times for each student to watch you demonstrate use of these items. Observe any movement the student makes to indicate a desire to repeat the activity.

LANGUAGE CORRELATE

no language correlate

MOLEHILLS OUT OF MOUNTAINS

Ways of Relating to Objects

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR PRIMARY AGE (0-8)

3. "Turn it All Around"- Using objects that are visually attractive (shining paper, lights, etc.) encourage the student to use hands and eyes to examine objects placed in her hand.
4. The games described below are also appropriate for primary aged kids... "Hold On!" and "Shake, Rattle and Roll".
5. "My Favorite Things"- a bulletin board described in the Intermediate Age Activities can be used at this level.

LANGUAGE CORRELATE

No lanaguage correlate

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "Hold On!" This a group game; the teacher challenges each student to hang on to an object. Each student is "timed" up to 15 seconds and gets a reward for holding on for 15 seconds. The teacher can act as a game show host, challenging the students..."How long can you...Hold on?"
2. "My Favorite Things"- Make a bulletin board with each students name. Place pictures of toys and other items each student enjoys and produces a reaction to.
3. Refer to the section on "Attending" in this book and use the activities described in Anticipation Play listed under the developmental level of 0-6 months.

ACTIVITIES FOR ADULTS (16-26);

1. "Shake, Rattle and Roll"- This is an exploration of objects activity that can be done to the old rock and roll hit of the same name; each student is given an object to shake or roll. It can be done in unison or one student at a time.

MOLEHILLS OUT OF MOUNTAINS

Ways of Relating to Objects

DEVELOPMENTAL LEVEL 0-6 months

ACTIVITIES FOR ADULTS (16-26)

2. "One More Time, Now" The teacher selects a favorite toy or sensory item...the student must produce a type of movement to indicate she would like the activity repeated.
3. The game "Hold On" can be played to encourage holding an object for fifteen seconds.

LANGUAGE CORRELATE

No language correlate

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

"The Sensory Corner"

Develop a sensory stimulation and object exploration are in your home. Place toys, common objects, texture boards, water and sand tubs, scratch and sniff stickers and similiar items in this corner. During leisure time, take the student(s) to this area and observe their interaction with objects. Be sure to demonstrate some activities for them. Become familiar with the developmental sequence of ways of relating to objects. It may help you understand why a student exhibits certain behaviors that appeorto be "maladaptive" (such as banging a spoon or cup, mouthing toys, etc.).

MOLEHILLS OUT OF MOUNTAINS

Ways of Relating to Objects

DEVELOPMENTAL LEVEL 7-12 months

GOAL: The student will demonstrate appropriate use of five to ten common objects.

The student will touch the hand of the teacher to indicate the desire for repetition of an interesting event.

OBJECTIVE(S):

1. The student demonstrates two out of three of the following actions with objects: crumbling, sliding object on a surface, rubbing objects together, tearing or stretching, "building" (7 months).
2. The student demonstrates "letting go" behavior when presented with a variety of objects. (8-9 months).
3. The student demonstrates appropriate use of five objects (10 months).
4. The student touches the hand of the teacher or a toy to indicate the desire for repetion of an interesting event. (7 months)

RELEVANCE TO GROWTH AND DEVELOPMENT:

The student applies more movements upon objects and gradually selects movments that are socially appropriate to the object. This recognition of the use of an object indicates readiness for learning to recognize the names/signs for objects.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. Add sandpaper blocks to musical instruments. Teach the students how to rub the blocks together.
2. Keep a supply of different kinds of paper (foil, plastic wrap, newspaper, old gift wrap, construction paper) for tearing, shredding and crumbling. Use the shredded paper in a box for object permanency games after it has been destroyed.
3. "What Can It Do?" Using a puppet (such as Sesame Street's Oscar), tell the students the story of Oscar who wants to find out what things can do. Have Oscar try various incorrect ways to use objects, then ask a student helper to demonstrate the correct way.

LANGUAGE CORRELATE

Be sure to use signs and/or words to name objects as the students learn to demonstrate function. Do not expect them to name the item yet.

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Ways of Relating to Objects

DEVELOPMENTAL LEVEL 7-12 months

ACTIVITIES FOR PRIMARY AGE (0-8) LANGUAGE CORRELATE

4. Using fingerplays (Itsy Bitsy Spider) or other games involving physical play, prompt student to touch your hand for the repetition of the game and song.

ACTIVITIES FOR INTERMEDIATE AGE (9-16)

1. How Do I Use It? Using common objects, have the students be contestants for this game. Each student is given an object and told "You have 15 seconds to show how to use this." Ring a bell for students who demonstrate the correct use of the object,
2. "Day at the Races" Make a ramp out of cardboard or plywood (or a tilted table top). Have students "slide" various objects down the ramp: have races between two students using two different objects. Give rewards to the winners.
3. "The Junkman Cometh" This is another character that can visit your room. The junkman brings a bag full of different kinds of paper, empty milk and egg cartons, cups and some real objects. The students grab from the junkman's bag and demonstrates an action that can be performed with the junk (we mean "item").

ACTIVITIES FOR ADULTS (16-26)

1. "Let's Go To The Hop" Plan a dance with another class; teach the function of self-care and clothing items as the students get ready for the dance. At the dance, play the song "At the Hop".
2. ENCORE! Using several toys that produce an interesting auditory or visual spectacle, demonstrate the use of the object. Then prompt the student by stating "If you want to see it again, touch my hand" as you extend your hand. Repeat the activity as many times as the students "ask" for it.

MOLEHILLS OUT OF MOUNTAINS

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DEVELOPMENTAL LEVEL 7-12 months

ACTIVITIES FOR ADULTS (16-26)

LANGUAGE CORRELATE

3. The Housekeeper" The teacher dresses up in an apron or housecoat and carries in items used to clean a house: a broom, mop, dustrag, sponge and bucket, windex, etc. Each student gets a chance to demonstrate the function of at least one of the household cleaning tools. Do not accept the excuse "I don't do windows!"
4. "CLEAN UP YOUR ROOM" Place used paper and clothing items on the table. Tell the students that it's time to clean up the room. Give the student a clothing item to be "let go" into a laundry basket; pass a trashbasket for the trash.

OF SPECIAL INTEREST TO GROUP HOME AND FAMILY ENVIRONMENTS:

"DO WHAT I DO"

At this developmental level, allow the student to watch you during cleaning and cooking activities. While you are mixing something in the kitchen, give the student the same or similiar objects to use (such as a spoon and bowl). Encourage appropriate use of these items or at least some action with the object. Remember to name the objects and describe your actions to the student.

MOLEHILLS OUT OF MOUNTAINS

Ways of Relating to Objects

DEVELOPMENTAL LEVEL 13-18 months

GOAL: The student will show or *name at least three objects when presented with the objects.

The student will attempt to activate a toy after demonstration by an adult.

OBJECTIVE(S):

1. The student will "show" (stop play/work interaction to show the teacher an object) a toy/object to the teacher to suggest interaction (14 months).
2. The student will *name an object when the object is in his visual field (18 months).
3. The student will give an object to the teacher to indicate desire for repetition of an interesting event (12-15 months)
4. The student will attempt to activate a mechanical toy/object after demonstration by the teacher (18 months).

* Name refers to a spoken word, vocal approximation of a word or manual sign

RELEVANCE TO GROWTH AND DEVELOMENT:

The student learns that he can activate objects and begins to rely less upon requesting the teacher to repeat an interesting activity. He also begins to learn to make reference to objects by showing or naming during a shared interaction.

ACTIVITIES FOR PRIMARY AGE (0-8)

1. "What Is This?" Using a puppet, tell the story of "Freddie Forgetful" who forgot the names of things; have Freddie as a student for help. "What is this", says Freddie. (Freddie should be very animated) Have Freddie react with unbound enthusiasm when the student correctly labels the item.
2. "Show and Tell" Each student selects an object from a group of common objects and gets a turn in front of the group to show their object to the other students, demonstrate how to use it,

LANGUAGE CORRELATE

At this developmental level, some naming of objects should be emerging. You can begin to demand a sign/word/vocal approximation for some highly desired objects. Remember that the object still must be present in the student's visual field. The activities for this developmental level of "Ways of Relating to Objects" include many for increasing naming skills. If some of your students do not begin to develop

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ACTIVITIES FOR PRIMARY AGE (0-8)

and name it. Other students can be encourage to imitate the name/ sign of the object.

3. Stock a play corner with toys or objects that require winding, pushing buttons, or other movements to activate them. Working with individual or small groups of students, make the toy work, then put it down and prompt a student to give it back before activating it again.

ACTIVITIES FOR INTERMEDIATE AGE (9-15)

1. "What Did You Find?" Place objects in a box filled with shredded paper. Each student takes a turn "finding" something and then is asked "What did you find?"
2. Sign-A-Song: Use any popular hit song with a repetive chorus. Choose two to four key words in the chorus and teach the students to sign to the music.
3. "That I Can Do!" Select objects/toys that students can partially or completely activate (winding up a toy, pushing buttons on a toy, "reving up" a toy car,etc.) previously taught in an individual session. Have each student demonstrate his ability to use the object to the group.

ACTIVITIES FOR ADULTS (16-26):

1. D.J. of the Day: Each day, select a student to be the DJ. This student will be your helper during music. Show the student how to use a tape player or record player: if he can't operate it himself, require him to point to or otherwise "show you the item". See if the student attempts to activate the machinery himself. As a reward, he can play his favorite song.

LANGUAGE CORRELATE

naming or signing skills, you can teach them a point response. This is simply the ability to point to something they want. This could be used later with a picture card system, once the student is taught to identify pictures. Try to encourage the student to identify (by pointing) an object when you name it. Again some of the activities described here can be adapted to requiring a "point" response.

For beginners in communication, who do not have skills needed for naming or pointing, it is a good idea to teach them to "Raise Your hand" to indicate desire. For example, the teacher can ask for a volunteer: "Who wants to_____, raise your hand." This teaches the student that he must make a minimum of effort at self-expression to acquire what he wants.

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DEVELOPMENTAL LEVEL 13-18 months

ACTIVITIES FOR ADULTS (16-26) LANGUAGE CORRELATE

2. "Ask the Teacher" Place kitchen/household tools (egg beater, blender, wrench, screwdriver, etc.) on a table with the students grouped around it. Each student in turn must "Ask the Teacher" by showing or pointing to a tool, for a demonstration of how the tool is used. After the demonstration allow the student to attempt to use the tool.
3. "Chef Tell" Plan to make a simple snack (fruit salad, pudding, jello). Have students volunteer to be a helper for each step of the cooking process. In order to be the chef, the student must "tell" the name of the food item he is working with; or the student can select the item he needs from the table and "show" it to the teacher.

OF SPECIAL INTEREST TO GROUP HOME AND/OR FAMILY ENVIRONMENTS:

STORYTELLING: (Naming)
Get a supply of sturdy "Baby"s First Books". (Or refer to Attending section, Developmental Level 7-12 months, Of Special Interest to Group Home and/or Family Environments for information on how to make your own.) These books have one picture on each page. Name each picture and encourage/prompt the student to touch the picture as you name it. If possible, have a real object that is similar to the pictured one. Name the object as well as the picture, showing both to the studetn.

BATHING: (Naming)
Name major body parts as you wash or help the student wash. See if the student can wash the correct part of the body as you name it. Ask the student to name body parts as they are washed.

JOB SQUAD (appropriate use of objects)
Each student should be given a list of jobs he can do. A chart could be kept of these responsibilities: Clean up room, make lunch for the next day, wipe table after dinner, sweep floor, etc. Use pictures as well as printed words on this chart. Give stars or rainbow stickers for work completed.